DOCUMENT RESUME

ED 032 202 RE 001 863

By-Mynhier, Betsy

The Impact of Federal Programs on Learning to Read in Appalachia.

Pub Date May 69

Note-26p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$1.40

Descriptors-*Computer Assisted Instruction, County School Systems, Educational Improvement, *Educationally Disadvantaged, Federal Aid, *Federal Programs, *Inservice Teacher Education, Instructional Programs, Library Programs, Parent Reaction, Poverty Programs, *Reading Programs, Regional Programs

Federal programs in operation in Kentucky's Appalachian counties are briefly discussed. A computer-assisted instruction program (Title III/ESEA) serves as a supplement to regular instruction in 20 counties. Several Title I and Title III classroom reading and library programs provide instructional and supplementary activity, and teacher aide and inservice training programs provide upgraded instruction for both teachers and students. There is a trend toward the fields of child development, inquiry training, programed learning, and educational psychology. Comments by teachers, parents, and children attest to the success of specific programs in Clay, Pike, Lawrence, and Floyd counties and in a number of independent districts. Comments concerning improvement in the quality of teaching and learning and objectives for continuation of programs complete the report. (MD)

ED032202

IRA

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE IMPACT OF FEDERAL PROGRAMS ON LEARNING TO READ IN APPALACHIA

Miss Betsy Mynhier
Reading Consultant
State Department of Education
State Office Building
Frankfort, Kentucky 40601

RE 001 863

THE IMPACT OF FEDERAL PROGRAMS ON LEARNING TO READ IN APPALACHIA

Kentucky ranks 37th in size among all the states, and 10th in size among the southern states. The greatest distance east-west, 350 miles, north-south, 175 miles. Its eastern border touches the Appalachian Mountains.

The Appalachian Plateau extends from New York to Alabama. In Kentucky, it is also called the Cumberland Plateau. This large triangle shaped region consists of mountain ridges, plateaus, valleys, rivers, and streams. The mountains are part of the Appalachian Mountains system. The Cumberland and Pine Mountains, Kentucky's chief ranges, rise along the southeastern border of the state.

Today each of Kentucky's 120 counties is a separate school district. There are 84 independent school districts within these county districts. The State Department of Education administers Kentucky's public school system.

Economic growth depends to a large degree on educational excellence. While assistance can be provided in Appalachia from outside the region, the primary drive for recovery must originate inside its own boundaries, yet educational resources to mount that drive are inadequate. The region has not produced a sufficient corps of educated persons in the past; it lacks the tax base to provide an adequate education effort in the future.

For every 100 persons over 25 years of age elsewhere in the United States, eight have failed to finish five years of school. In Appalachia, that figure rises to more than eleven. Although the level of educational attainment in the Appalachian portions of three States is above the national average, in the remainder of these States the per cent of persons failing to finish five years of school ranges from 11% to 22%. It is

estimated that 1½ million of Appalachia inhabitants are functionally illiterate.

Thirty-two out of every 100 Appalachias over 25 have finished high school, contrasted to 42 persons of similar age elsewhere. No section of Appalachia reaches the national norm for the rest of the U. S. and one state dips to 58% below that norm.

A COOPERATIVE ENDEAVOR

In the twenty county areas of Kentucky, designated as Region VII, a project in computer Assisted Instruction is being introduced to elementary school children through Title III of the 1965 Elementary and Secondary Education Act. The project is administered by the Eastern Kentucky Educational Development Corporation. The corporation established by local superintendents to implement educational innovations in Region VII, is administered by a Board of Directors representing 37 school districts in the region. Through the cooperative efforts and combined resources of the 20 counties in the region, the project provides school childre with a program of individual computer assisted instruction specifically designed to personalize the child's learning experience. Additionally, computer Assisted Instruction develops a coordinated program for the training of the regions teachers, and it serves the community as a exemplary model of technological advancement in education.

The use of computer aided instruction in the schoolroom serves to assist, enrich, and supplement regular instructional programs, and in Appalachia specifically, the introduction of such technology to this rural area is helping to close the gap between the frontiers of educational research and isolated rural schools.

Many materials dealing with programs and better understanding of children have been provided for administrators and staff members who work with the disadvantaged learner.

The Federal programs have helped to point out some specific weaknesses in the education of slow or reluctant learners.

1. Lack of training of teachers in the reading program.
2. Lack of understanding of the disabled learner by the teachers.

The single, most widespread achievement of the federal programs is the focus of thinking toward better ways and means to overcome the great educational deprivation of children with the potential to learn.

Other services which have been incorporated into the upgrading of the reading and language arts programs have been the purchasing of books and materials in abundance, reducing pupil-teacher ratios, improved training of teachers through inservice programs, more concern and understanding in adapting the academic programs to the learner with special learning disadvantages..

"Attitudes are acquired over a period of time as a by product of One's experiences," [1]says Dorothy McGinnis.

Literary deprivation has been passed from generation to generation. Many attitudes of the child living in isolation have been acquired over a period of time as a by product of their limited experiences.

[1]McGinnis, Dorothy, "A Comparative Study of Attitudes of Parents of Superior and Inferior Readers Toward Certain Child Rearing Practices, The Value of Reading and the Development of Language Skills and Experiential Background Related to Reading". Ph. D. dissertion 1963

Much self-image has been established by action and interaction of those who have been in roles of discipline and guidance.

Since feelings of inadequacy in perception and response have been built over a period of years, the teacher has been placed in the role of developing a more realistic self-analysis on the part of each slow or reluctant learner.

When a child enters school, he brings a set of attitudes which he has acquired from the situations in which he has been involved. These situations provide the background for his reasoning and reacting.[2]

Realizing that socially disadvantaged children enter school with limited language ability, with less perceptual ability, and less of social abilities possessed by the child who is advantaged, special emphasis has been placed to help provide greater opportunities for enrichment.

In order to better acquaint the teachers with an awareness of the shortcomings in the early educational background of the disadvantaged learner, the Title I office has held meetings and brought in key figures in this area.

It was felt that a better understanding of educational gaps of the disadvantaged child could provide programs of instructions which could more adequately meet the needs of the individual learner.

[2]Janis L. and King, B. T., "The Influence of Role Playing on Opinion Change".
Journal of Abnormal and Social Psychology, XLIX (1954) pp. 211-18.

Title I reading programs have been extended into the summer programs in order to help the child from the disadvantaged areas gain more skills in becoming independent in dealing with the complexities of reading.

Resource centers located in strategic areas of the state have provided materials to more adequately meet the needs of the students. Instructional materials have been provided to help encourage the learner who possesses specific disabilities. A great emphasis has been placed on the services which the library can offer.

Reading material is being developed to help provide the child with a language which is not alien to his culture and environment. Teachers working in the package kit program have expressed enthu-sm for this supplement.

The children who attend school in Eastern Kentucky do not always have the shiniest blackboard or the newest desks or the most modern school buildings. But, where learning is the most valuable product, emphasis cannot always be placed on the prettiness of things. Because foresighted leadership is given by superintendents, modern technology is helping teachers personalize and enrich each child's education in the rural schools.

Various kinds of centers for the correction of reading difficulties have been established. One system preferred to refer to their program as the reading improvement center. Some systems used mobile trailers to serve certain rural areas. In these instances, children are being served with special equipment to meet their individual needs.

Reading laboratories on wheels were made available to a school,, or a special reading room was made available with proper equipment, shelving, and reading materials. Laboratories on wheels could serve different areas. Special reading teachers have been responsible for

testing, diagnosing, and evaluating.

Reading consultants have coordinated entire programs, with the help of social workers who have served as liason between home and school. Speech and hearing therapists have helped in screening, diagnosing, and referring children with speech or hearing problems.

A child study program is well underway this year. The interest that is shown throughout Region VI is evidence of the increased desire that Appalachian teachers have for better understanding of their children.

In Region VI, Title III, under the U. S. Elementary and Secondary Education Act, a new program has been started, it is called "Biblio-buddies." In this program, each child has a book buddy. Each mother aids a child and becomes a buddy by visiting the school about twice a week. They encourage interest in reading and other language arts, giving to the child a personal interest.

A definite upsurge in the number of books read and library with-drawals has been noted.

The "Bibliobuddies" program is to be expanded to include more grades and involve more children in the future.

The term "buddies" was used because of the involvement of older students, particularly those planning college careers to become teachers, other parents and adults. Some parents become involved who no longer have school age children.

In some counties, because of the remoteness of homes from school, the buddies are chosen from older students more than parents.

The program has been accepted and is relatively inexpensive. It has the merit of involving more parents and others outside the school system, and is adaptable for use most anywhere.

Effort has been expended to make each functioning unit of the educational program more effective from school board members to the school librarian, from kindergarten teachers to high school science teachers, from guidance personnel to the language laboratory technician. Challenges to speed efforts in making intelligent changes and surveys which means progress are being initiated.

Real enthusiasm has been generated, an enthusiasm leading logically into sharper focus and a deeper commitment to upgrade basic understanding.

The trend is across discipline into the fields of child development, inquiry training, programmed learning and educational psychology as teachers begin to consider deeply the entire teaching-learning process.

Funds have been used in a massive effort to accelerate progress in the total school program. Reading and problem learners took top billing.

Great enthusiasm has been expressed for the services of the Teacher Aide Program. The teachers have given more valuable time to working with the specific needs of the learner and the non-teaching duties have been designated for the aides. The aide has been most helpufl in securing supplies and books, helping children with keeping records, listening to children read, and helping them to locate and use specific materials, reading to the children and helping them to develop their language skills.

In-Service programs have been geared to improving the values and beliefs of teachers about themselves and about their relationships and responsibilities to the disadvantaged. Exposed to new experiences under new atmosphere, teachers have and are becoming more responsive to change.

More activities to extend and enrich the world of understanding and cause the children to become more involved in the academic learning process are being initiated. Excursions and trips are providing a wealth of special activities for extending childrens' understanding of the real world about them and for providing material for classroom activities and discussions.

A Title III Language Arts Material Center will be opened as an added service to the Region VI area which serves much of the Appalachian Area.

Twice each month, a workshop will be held at the center for the teachers, supervisors, or other interested personnel from all 18 counties. The consultants for these workshops will be well-informed specialists, not only from Kentucky, but from other states as well.

The Center will attempt to have the latest and most widely used materials in reading and related subjects from pre-school to high school level. Teachers are invited to examine these materials and take them to classrooms to use with students for a limited time. The students response will be criteria in evaluating materials.

Included in the materials center will be a compilation of the most frequently used as well as the latest tests. These tests will vary from perceptual and readiness tests for pre-school children to reading diagnostic tests up to college level. Intelligence tests and Achievement Tests will also be included.

The following are typical comments from counties in the Appalachian area.

FEDERAL PROGRAMS IN CLAY COUNTY

The Reading Program as it now exists in Clay County would be impossible without the aid of the government programs. Eleven reading teachers are employed under Title I. They serve more than half of the 5,500 children in the county and act as consultants to the regular classroom teachers. The special reading teacher works with remedial students and in team teaching situations with the regular classroom teachers.

In addition to the personnel supplied by the government funds, a wealth of material has been made available, many especially for the reading program. Overhead projectors, controlled readers, record players, tape recorders and other pieces of equipment have been made available which could not have been provided through regular school channels.

There is a well-equipped reading center in each of the consolidated schools with two centers each in one of the larger elementary schools and the high school.

Title I has provided materials in sufficient quantity and of highest quality to support an excellent reading program, both in the remedial centers and in the regular classroom. The materials in the centers are under the supervision of the reading teacher but are available to any teacher in the school.

The reading program relies heavily on books from the library, many of which were purchased with government funds made available under Title II. Books have also been purchased for the reading centers. The entire library of paperbacks from the Scholastic press has been purchased for the reading centers and has been well used. There is always a great demand for these books and the circulation of them has been tremendous.

Along with the materials supplied under government sponsored programs, expendable supplies essential to a vital reading program have been provided. Materials for duplication have been made available and the paper and fluid provided.

Services of teacher aides have enabled the teachers to provide a more enriched program of reading for their students. The aides improved the reading program in releasing the teachers to do more planning and preparation of materials for lessons. Sometimes the aides have typed or prepared written work for the teachers and under the teacher's supervision, have corrected papers.

The government funds have also made possible some invaluable in-service training for the personnel; particularly those involved in reading. Title III sponsored a Pilot Project at one of the elementary schools, the value of which, both to teachers and students, was and is incalcuable.

So successful was this Pilot that it has affected the whole technique of teaching reading in this school and has spread to a lesser degree to all the other schools. Expert consultants were provided who introduced new methods of teaching and gave needed guidance in the implementation of these methods.

An all-day workshop was held which gave several members of the staff training in the technique of Inter-Action Analysis.

The influence in the teaching of reading has been great in that the quality of teaching has improved. Special training was provided for the remedial teachers when they were first employed and this training was excellent and has provided the impetus for the new developments in the field of reading in our schools.

Use of the Video tape recorder furnished by the federal funds has resulted in an increased interest in reading and in providing stimulating lessons in reading. Actual classes of reading have been taped and viewed by both teachers and students, increased interest and greater effort on the part of the teacher to provide more effective lessons.

Supplies of paper and other duplicating materials have helped the reading program in all our schools. In fact, there is almost no phase of the reading program which has not been influenced for the better by programs instituted by the various titles.

Consultants from our state universities have been employed through Title III to do regular inservice with the special reading teachers and their team teachers.

The teacher-aides are also being given, for the first time this year, an intensive in-service training program under the direction of consultants.

FREEBURN GRADE SCHOOL SPECIAL READING PROGRAM IN PIKE COUNTY, KENTUCKY

After testing the children in May of 1966, it was found that very few of the 340 students were up to their grade level in reading. At this time, plans were made for the summer remedial reading program to be held at the Phelps High School. The summer program at Phelps was so successful that a decision to use a similar method of teaching reading throughout the school at Freeburn when the regular term started. Using this method of teaching, the children were divided into groups according to their reading level. At first, age and grade were not considered in making the decision. However, after the classes started, the shift of a few children was made because of

size, age, and because of social or emotional problems.

The children were dividded into fourteen groups. They were given ONE HOUR OF READING INSTRUCTION each morning. All materials stressed VOCABULARY BUILDING AND WORD MEANING. At the end of nine weeks, the children were tested with the use of Gates Comprehension and Vocabulary Test. After that they were re-grouped to form sixteen sections. Every child had shown some improvement. Those with the highest I.Q.'s had shown the most improvement. For the next nine weeks, a different plan was used. Each weekly lesson plan was to reach all areas of reading - vocabulary, work attack skills, dictionary skills, comprehension and penmanship. Some time each week was to be spent in oral reading and the enjoyment of good literature. Good penmanship was required at all levels as well as the use of good sentence structure in answering questions.

No grades were given for the hour of instruction in reading each morning but lots of praise was extended to the children. Not one child refused to go to his class. Surveys proved that the students approved of the reading experience and profited greatly from the exercises.

In April of 1967, Gates Test on Following Directions and Noting Details was administered. The results were highly favorable. After that, re-grouping took place. Two divisions were arranged - one group consisted of those on or above their grade level and the other was made up of those who were below their grade level. These two groups were then sub-divided into several other levels according to need. Those above grade level were placed in larger groups than those below grade level. The larger groups were permitted to do a great deal of free reading, poetry enjoyment and other types of enrichment activity.

The overhead projector, film strips, and programmed reading equipment were used. Those who were below grade level were placed in small groups and were given additional instruction in the fundamentals of reading. The sixteen teachers who participated in the plan described here liked the new approach and the standardized test results indicated that they did a remarkable job for the girls and boys.

FROM REGION VII TITLE III E.S.E.A.

Example I: Lawrence County's Developmental Reading Program

February 1969

Reading Laboratory
Sixth Grade

Ten children were in the reading clinic for a period of fourteen weeks. They came from the low-average reading group. Four children moved to the high-average reading group at the end of the fourteen week period.

Gains ran from .3 months to 2.5 (two years, five months). Five of the children gained one year or more. One student stayed at the same level.

Fifth Grade

This group was composed of nine students from the low-average reading group. They appeared to be very happy and did not want to leave. Two of the children moved up one reading level at the end of the laboratory work. Gains ran from .3 months to 3 years, as measured by pre and post tests. Gains ran: +.6 +.3 +3.0 +3.5 +.6 +.9 +.9 +1.2.

Fourth Grade

Of the ten students enrolled from the 4th grade, only one made no gain. Scores were as follows: +.9 +2.6 0 +.9 +.6 +.3 +.9 +.9 +2.6 +.8.

Seventh Grade

There were nine students enrolled from seventh grade. In the Reading for Understanding tests, scores were as follows:

Pre-Test Comprehension	Post-test Comprehension
50%	90%
40%	100%
50%	100%
50%	90%
40%	80%
50%	100%
40%	90%
50%	70%

In addition to the above schedule, there were three special students who came to the laboratory for help.

L.P., a seventh grade student, was reading on 2nd grade level when he entered the clinic. He began his work in 2A SRA (Orange) grade placement.2.0. He is currently reading in Green, grade placement 3.5. Lee has a vision problem, even with glasses. He likes to do spelling from the Tach X, and these exercises seem to be helping his visual perception.

C.W. and C.C. are fourth graders. They were reading on 1.4 level when they entered. They spent 14 weeks in the laboratory with the class. They were reading in SRA 1b. They advanced to Blue, 2.6. They were then placed in SRA 1c. They are now completing Read 4.0 level.

Levels 5, 6, 7, 8.

Tests are forthcoming. Attitudes were checked and results follow:

	Enrollment	Responses	Good	Bad
Level 5	30	10	10	
Level 6	29	6	6	
Level 7	33	14	14	
Level 8	36	12	10	2

Team Attitude To Date

All levels, 100% approval. Team includes Mrs. Dobbins, Kazee, Preece, and Rice.

Childrens Attitudes

All happy and well adjusted.

Typical Parents' Responses

"I personally think the new program is grand. It really lets each child want to reach bigger goals." Mrs. F.P.

"I like this way better because R. has trouble with reading and just about everything that she has to study. As you and I both know she has a tendancy to day dream. This way she is in a group with others just like herself." Mrs. K.

"As long as B. is doing the best he can we are well satisfied. We like the program very much, but he is getting to the point where he is smarter than we are. He is learning stuff we didn't learn till we were in high school. I hope he will go on learning as good as he does now. Mrs. B.

"T. and I have discussed the new system and he is very happy in his school work. I feel T. is an average student and does do to the best of his ability. I think the new program is one of the best." Mrs. J.Y.

"We are very pleased with the new program and are only sorry that it didn't start last year, (first grade). Mrs. M.

"Machine reading seems to make our son nervous -- he says he doesn't have time to read the words on the machine and likes to read from a textbook. I personally am not well enough acquainted with the new reading program to give an opinion." Mr. M.

"I think D. is learning pretty well lately. She seems to pay more attention to her work. I like the program just fine. According to my girls, they both seem to be doing well." Mrs. B.

Fifth Complex
(Levels 9, 10, 11, 12)

Total Number of Children Tested --- 115
Number of Progression 87

Number of children at same level 19
Number regressions 9

21 students were absent when testing occurred.

Attitude of Children

The children are very happy and are responding well to the entire program. It is a challenge because of the variety of materials and machines used.

Team Attitude

"We four teachers work well together by sharing ideas and materials. We arrange our schedule so we can all share the materials that are available in our complex. Each member of the team participates in making the decisions of placing the children."

Parents' Attitudes

The majority of the parents highly praise this program. They relate their children are happier and look forward to using the variety of materials. The parents are happy because their children are progressing more rapidly than in the past. They attribute this to the many new programs.

General Summary

Report of progress was taken from only one test. Other testing and observations prove that every child has shown progress in the field of reading. The children are happier, the attendance is better, and discipline problems are minimized."

"We have found an academic achievement, in various subjects as a result of the reading proficiency of our pupils."

In answer to the question, "Would you rather have four teachers to one?"

Students answered one 38 four 75.

Results from a comparison of Stanford Achievement Test Scores.

(12.5 students) April -- 1968 and January 1969

Number showing improvement	102		
Number at same level	4		
Number regressing	19		
Number of children in clinic	19		
Showing improvement	17	Staying the same 1	Regressing 1

Comments From Students

"In this new program, I believe we learn more than last year because of the new machines. In reading, last year I knew I read fast, but this year I read faster because they have higher speeds. Last year I didn't like high speeds, but this year it's fun. G.

Typical Parent's Comment

"I cannot put into words what I would like to say about the new reading program at the Louisa Elementary School, this 1968-69 school year. I have never seen so much material and equipment available to work with, and the teachers are certainly making good use of it.

I am so pleased and proud of my daughter's progress, and I feel that each child on each level has made some progress since this new reading program has been in effect." Mrs. J.W.

Sixth Complex
(Levels 22, 23, 24)

Number of progressions.....50

Number of regressions 11

Number showing no gain 6

(Above figures show Levels 22, 23, and 24, using Weekly Reader Diagnostic Silent Reading Test, and Standard Achievement Tests. Level 21 is not represented in this tabulation since no test was available at this time.)

Summary of Attitudes for Parents

Preferred New Method.....60

Preferred Old Method.....10

Summary of Attitudes of Children

Preferred New Method.....88

Preferred Old Method.....21

Summary of Attitudes of Teachers

The sixth complex teachers agree that the new reading program is definitely preferred over the old method. Teachers are able to recognize reading problems earlier in the year. Children are better motivated through new methods and procedures.

Complex 7
(Levels 25, 26, 27, 28)

Number in level 26	31
Number progressing	16
Minimum achievement	2
Number at same level	1
Number regressions	4
Number absent for test	8

Parent responses to questionnaire

"Which reading program do you like best?" New 23
Old 0

In which reading program does your child learn faster?
New 23
Old 0

What kind of reading do you think your child likes best?

Machines 16 Textbooks 6 Workbooks 4
SRA 7 RFU 0

Do you like the grouping system?
Yes 23
No 0

Would you rather your child have four teachers or one?
Four 20
One 3

****

Student Responses

Reading program liked best New 20 Old 3

Kind of reading child liked best Machines 16 Textbooks 1
Workbooks 1 Worksheets 1 SRA 8 Spelling Lab 1

Do your parents like the old or new way better? Old 3 New 20

Do you like the grouping system? Old 4 New 19

Would you rather have four teachers or one? Four 20 One 3

*(This seems to be a most significant finding.)

Number in level 25	19
Number progressing	13
Number with minimum progress	2
Number who stayed same	2
Regressions	2

Results of student questionnaire were approximately the same as above, except this one: "Would you rather have four teachers or one?"

Four 13 One 6

Parents' responses indicated that 18 to 1 preferred new reading program. Sixteen liked the grouping system and three did not. In response to "Would you rather your child have four teachers or one?" Responses were:

Four 15 One 4

Number in level 27	35
Number of progressions	11
Number of students with minimum progress	17
Number of students at same level	1
Number of regressions	6

Of the students who gained, including minimum gains, scores ranged from a +.1 to 3.7 (years and months). Most scores clustered around the one year's gain.

Parent responses to questionnaire indicated that 21 parents to 0 felt that the children were learning faster in the new reading program.

What kind of reading do you think your child likes best?

Machines -- 7, Textbooks -- 4, Workbooks -- 0, SRA -- 1, RFU -- 11.

Parents liked the grouping system by 20 to 1.

"Would you rather your child have four teachers or one?" Four 20 One 1

Level 28

Scores pending

Attitudes

Parents:

27 liked the grouping system; 25 liked the new program; 25 felt their child learned faster in new system; Preference for textbooks was 15 to 11 for machines. "Would you rather your child have four teachers or one? Four 25 One 1

Student attitudes were approximately the same as parents.

FLOYD COUNTY

(1) Greater emphasis and understanding of individual differences.

(2) In-Service for teachers brought about better understanding of courses of reading disability and means to attack courses.

(3) Insight into new methods and techniques for teaching reading were gained.

(4) Provisions were made to obtain materials geared to working with educationally deprived children.

(5) Social workers were employed to search and correct causes of reading disabilities and to gain insight in understanding the child's home and family problems.

(6) Children with most severe disability were given greater amount of individual attention.

Home visitations required of teachers brought greater amount of understanding of the child, home, and family.

Specialized areas of instruction were offered for the first time in art, music, and physical education.

PINEVILLE INDEPENDENT

The elementary library, through Title I funds has became a well-equipped and well-staffed part of the school program. Through a qualified librarian, the library plays a great part in conjunction with the Title I remedial program.

GREENUP INDEPENDENT

A girl - 6th grade - low I.Q. and practically a non-reader. After work in simple phonics - child learned to read simple books without help. This was the first time the child had ever read a book by herself and the pride and joy in her eyes was indescribable.

Children enjoyed coming to reading class. We did such "fun" things. "It's fun here, much better than reading."

Children gained in interest and confidence.

Success in area that can't be measured. Some of the intangible benefits from the reading program were: (1) The students gained self-respect. (2) They had a better feeling about school and in many cases, attendance improved. (3) They had a feeling of success and accomplishment. (4) These students became better citizens of the school and discipline problems diminished.

These modest beginnings have touched many children and have set the stage for massive mobilization of effort.

Four characteristics mark the activity of upsurge of educational leadership. They are:

1. Movement toward greater individualization of programs to account for diversity in the personality, ability and experience of each student.

2. Movement toward maximum active participation by the student in the learning process.
3. The adoption of an experimental attitude among school people in initiating, evaluating, and modifying new curricula.
4. Movement toward a more flexible and efficient use of personnel and facilities.

These characteristics interlock and overlap in many cases: for instance, a good team teaching program would make more efficient use of (4) who are initiating a new program, (3) which allows for maximum self-direction, (2) and individual help (1).

The ragged edge of progress would show these programs to be in different stages of development, some embryonic -- some showing progress -- none really accepted as ideal.

If we are committed to the proposition that each man must ultimately make his individual contribution to society, then our task becomes not one of molding similarity, but one of stimulating individuality. A realistic balance must be struck between twin commitments to the education of each and the education of all of its children.

Through careful testing and diagnosis, teachers are learning more about developing readiness for learning in the earliest grades. Flexible grouping for instruction makes possible greater individual help. The results of laboratory experimentation are applied directly to the children in the classroom, the ultimate benefactors of that experimentation. It seems that it would be well to concentrate much effort on helping the gifted learner also. Children with demonstrated emotional problems need individual programs designed to develop readiness. Groups need to be organized where special emphasis may be geared for motor development, listening skills, visual perception, congenitive development, and verbal expression.

In some cases, a standardized motor-development scale may serve as the diagnostic tool.

PRIMARY OBJECTIVES

1. To improve the reading level of the school age children and to obtain an adequate reading level for the kindergarten age children.
2. To increase their appreciation of books and other written material.
3. Learn to enjoy reading.
4. Improvement to non-verbal and verbal functioning.
5. Raise interest level.
6. Increase learning ability in all subjects.

SECONDARY OBJECTIVES

1. To give children the opportunity to be on an equivalent level with other children of their age.
2. To change in an affirmative way their attitude toward school.
3. Create a desire for self-improvement.
4. An awareness of basic weaknesses in ability to read.
5. Develop positive attitudes toward school.
6. Better adjustment in school because of increased reading ability.

Is the training showing up in other content areas? Classroom teachers say reading pupils show improvement in all subjects.

Federal programs have brought about much self-evaluation on the part of educators and those dealing with administration.

Better planned coordination has been achieved between the local and state educational agencies. Title I funds have been used for consultants who have worked to help faculties realize the new approaches for working with children who are classified as children with education handicaps.

The compensatory education programs, run under Title I of the Elementary and Secondary Education Act, are beginning to pay off in improved learning by poor children.

The programs, which cost $1 billion a year, are designed to provide services over and above what the schools in disadvantaged areas normally supply. In 1966-67 the report says, Title I programs have prevented many disadvantaged youngsters from falling behind their more fortunate peers. In the past, school children in poor areas fell further behind each year. Also, the report says, Title I youngsters are now attaining higher levels of achievement on reading tests. In addition, the report notes: The dropout rate in Title I schools has decreased; more Title I youngsters are continuing their education beyond high school.

The report stresses, however, that the Title I child is still far behind the average student and that the achievement gap between educationally deprived children and those from middle-income homes is still great. "Title I's billion dollars could not, by itself, solve the problems last year," the report says.

Specific aims were to: Equip the child to take on a meaningful role in twentieth century America. Enable the child to meet the needs of middle-class students. Establish verbal ability to communicate. Develop more meaningful and relative individual curricula on a large scale. Provide provocative re-thinking of what new directions American education might follow.